



# VALUE EDUCATION IN INDIA: NEED OF THE HOUR

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## ABSTRACT

Values are a set of standards guiding the thoughts and actions of individuals. Values help to determinate levels of goodness or desirability. Values are ideals. The goal of life is to do good for all and Values include all important religions, beliefs, moral attitudes, philosophies of life, political ideologies etc. Value education is ingrained in Indian culture and tradition. Value education is imperative at every stage of life. Our higher educational Institutions can play a very significant role in promotion of values. Our age old literary treasure, the Vedas and Upanishads are full of value education. In present scenario, the society pays more values to material gains. Stiff competition has led our generation next in an unhealthy environment of insecurity, distrust, lack of fellow feeling, lack of honour for human values etc. At this backdrop, the present paper makes an attempt to discuss value education in Indian perspective.

**KEYWORDS:** Values, Education, Morality, Young, Generation.

## Introduction

Values are linked with aims of education. Values are part and parcel of the philosophy. The main failure of our education system is that it failed in inculcating values. Undoubtedly, Values in higher education can guide our youths to lead a meaningful life. It is the high time to inculcate values like tolerance, objectivity, critical inquiry, equality of opportunity, self-esteem, sociability, honesty, caring, justice, trustworthiness, autonomy, benevolence, compassion, responsibility, courage truthfulness, integrity, freedom of thought and action, human worth and dignity, responsible citizenship, patriotism, reasoned argument, respect for other's rights and courtesy among our young generation. Values cannot be taught in isolation rather it requires action and interaction between the students and the society. Degradation of values has led to personal discontent and various social-economic problems. The present education system education is devoid of the primary human values of solidarity, justice, equality, brotherlihood, affection, generosity, empathy etc. Hence, the problem of value has arisen as a big problem.

## Research Methodology

This paper is based upon review of literature and secondary data collected from various websites, journals, news papers and reference books. Literature review has shown prior research work done in this area. Informal discussions/ deliberations with educationists have also been conducted and their views have been also incorporated.

## Literature Review

Roy (2011) suggested that value education in HEIs should be given adequate importance in restructuring the existing education policies. Then only we can think for a better tomorrow in this already endangered crises accentuating world. Sekhar and Emmanuel (2012) highlighted that there is a need for imparting value-based education with a spiritual bent of mind in educational institutions to churn out good citizens. Imbibing the qualities of good conduct, self-confidence and high values would help students earn a significant place in society. Sindhwani and Kumar (2013) stated that value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amounts of values as compared with something else. Bhatia and Dash (2013) remarked that there is a need of value based higher education system which empowers youth for self sustainability by inculcating employment skills and hence reducing poverty. Gandhi (2014) observed that there is the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.

## Education Policy and Value Education

The University Education Commission (1948) regard both philosophical as well as practical aspects of values and made certain valuable proposals for reforms in this respect. The Secondary Education Commission (1952-53) emphasized on values like efficiency, integrity, discipline, co-operation and good temper and found that these are essential in the formation of character of the students. The National Policy on Education (1986), in its Chapter VIII clearly mentioned its growing concern over the lack of values and realized an urgent need for readjustments in the curriculum to cultivate social and moral values. It further highlighted boldly that education should foster universal and eternal values, oriented

towards the unity and integration of our people. Such value education should enable to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Value education has a profound positive content, based on our heritage, national and universal goals and perceptions. The Committee of Emotional Integration talked about mutual appreciation of the various religions in the country spiritual values, national unity and the unity of mankind. The Education Commission also put lots of stress on the inculcation of the values of cooperation and mutual regard, honesty and integrity, discipline and social responsibility. UGC (2003) also realized that it is very necessary to 'inculcate human values in the students of HEIs, like quest for peace, adherence to truth and right to conduct, non-violence, compassion, tolerance, love for all living beings, respect for the Motherland and the glory of its culture and traditions in order to promote societal and responsible citizenship.

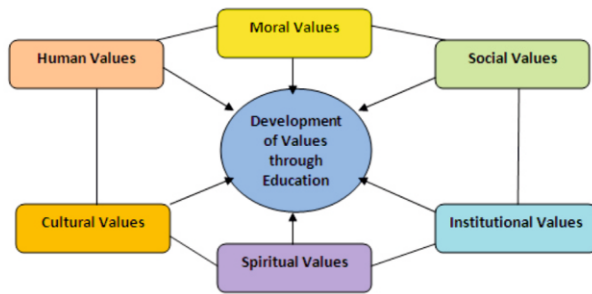
## Need and Importance of Value Education

In Higher Education, there is a great need to change the objectives and content as to give due Weightage to value systems. In the present globalized context of scientific and technological advancements, education system needs to be redefined, reorganized, reshaped and recharged. Values have to be inculcated among the students for promoting equality, social justice, national cohesion and democratic citizenship. Value education promotes the cultural factor within human being. The educationist have to frame a value driven programme to prepare a student to understand, adopt and adhere to values for rich, satisfactory and meaningful individual and social life. We have to identify values, in terms of personal, behavioral, ethical and social values. An action plan can be followed through various co-curricular activities towards application of the value to daily situations. Value based education is required at all levels colleges. The role of administrations, teachers and supporting staff is very important to build a positive atmosphere to develop values. Values cannot be developed through teaching only hence it is necessary that a student should live in the atmosphere of value consciousness.

## Concluding Remarks

Without effective value-education the country may face crisis of character. Value Education needs to be inculcated in Higher Education Institutions. The universities and colleges can play a lead role in Value Orientation. There should be provision of value based education; designing value based curriculum; designing special orientation program for teachers; value based foundation courses; necessity to develop code of conduct for teachers and students; inculcation of philosophical view towards life among teachers and students. In this regard a number of college programmes should be organized with care, enthusiasm and imagination for promotion of values among the students. All the academic institutions of learning should remain conscious while implementing 'values' as to meet with the particular objective of that particular institute. Therefore, Value Education should be given prime importance in restructuring the existing education policies.

## Proposed Model for Development of Values through Education



*Source: Developed by Authors on the basis of Review of Literature*

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